

**TEACHING ACTS PERFORMANCE ITS SOLUTIONS FOR SECOND
GRADE STUDENTS OF SDLB E BHINA PUTERA SURAKARTA IN
2013/2014 ACADEMIC YEAR**



RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements
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in Islamic Education (Tarbiyah) Department

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Surakarta, July 01 2014

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The Dean of Faculty Islamic Studies
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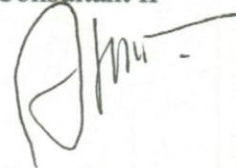
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TESTIMONY

I hereby assert that there is no plagiarism in this research. There is no other works that has been submitted to obtain the bachelor degree. To the extent I am concerned, there is no opinion or idea that has been written or published before, except the written references which are referred in this paper and mentioned in the bibliography. I am willing to take the responsibility if there are mistakes in the future dealing with this testimony.

Surakarta, July 01 2014



NurAzizahKarimah

MOTTO

وَأَقِمْوْا الصَّلَاةَ وَآتُوا الزَّكَاةَ وَارْكَعُوا مَعَ الرَّاكِعِينَ ﴿٤٣﴾

dan dirikanlah shalat, tunaikanlah zakat dan ruku'lah beserta orang-orang yang ruku'(Al-Baqarah/2:43).¹

صَلُّوا كَمَا رَأَيْتُمُونِي أُصَلِّي (رواه البخاري)

“Shalatlah kalian sebagaimana kalian melihatku shalat.” (HR. Bukhari)²

¹. Mushaf Al-Azhar, *Al-Qur'an dan Terjemahnya*, (Bandung: Hilal, 2010) hlm. 7

². <http://jurusan-keagamaan.blogspot.com/p/ilmu-hadist.html>

DEDICATION

This research paper is proudly dedications to:

1. My parents Drs. Mukhsoni and Muzaro'ah S. Pd. who have given me support, pray and motivation.
2. My sisters Aminah Roisah and Isti'anah, who have given me support.
3. My brother M. Agus Wibowo, who has given me support.
4. All my big family, have given me pray and support.
5. All my friends 2010 generation, thanks to be my best friends, family, to always stand up for me with or without being asked.

PEDOMAN TRANSLITERASI ARAB-LATIN

Berdasarkan Surat Keputusan Bersama Menteri Agama RI dan Menteri Pendidikan dan Kebudayaan RI Nomor 158/1987 dan 0543b/U/1987, tanggal 22 Januari 1988.

1. Konsonan Tunggal

| Huruf Arab | Nama | Huruf Latin | Keterangan |
|------------|------|--------------------|----------------------------|
| ا | Alif | Tidak dilambangkan | Tidak dilambangkan |
| ب | ba' | B | Be |
| ت | ta' | T | Te |
| ث | sa' | ṡ | Es (dengantitik di atas) |
| ج | Jim | J | Je |
| ح | ḥa' | ḥ | Ha (dengantitik di bawah) |
| خ | kha' | Kh | Kadan Ha |
| د | Dal | D | De |
| ذ | Ẓal | Ẓ | Zet (dengantitik di atas) |
| ر | ra' | R | Er |
| ز | Zai | Z | Zet |
| س | Sin | S | Es |
| ش | Syin | Sy | Esdan Ye |
| ص | ṣād | ṣ | Es (dengantitik di bawah) |
| ض | ḍaḍ | ḍ | De (dengantitik di bawah) |
| ط | ṭa' | ṭ | Te (dengantitik di bawah) |
| ظ | ẓa' | ẓ | Zet (dengantitik di bawah) |
| ع | ‘ain | ‘ | Komaterbalikkeatas |

| | | | |
|---|--------|----|----------|
| غ | Gain | G | Ge |
| ف | fa' | F | Ef |
| ق | Qāf | Q | Qi |
| ك | Kāf | SK | Ka |
| ل | Lam | L | El |
| م | Mim | M | Em |
| ن | Nun | N | En |
| ه | ha' | H | Ha |
| ء | Hamzah | ' | Apostrof |
| ي | ya' | Y | Ye |

2. Konsonan Rangkap karena Syaddah Ditulis Rangkap

| | | |
|--------|---------|--------|
| عَدَّة | Ditulis | 'iddah |
|--------|---------|--------|

3. Ta' Marbūṭah

a. Bila dimatikan ditulis h

| | | |
|------|---------|--------|
| هبة | Ditulis | Hibah |
| جزية | Ditulis | Jizyah |

(ketentuan ini tidak diberlakukan terhadap kata-kata Arab yang sudah terserap kedalam bahasa Indonesia, seperti shalat, zakat, dan sebagainya, kecuali bila dikehendaki lafal aslinya). Bila diikuti dengan kata sandang “al” serta bacaan kedua itu terpisah, maka ditulis dengan “h”.

| | | |
|----------------|---------|---------------------|
| كرامة الأولياء | Ditulis | karāmah al-auliyyā' |
|----------------|---------|---------------------|

b. Bila ta' marbūṭah hidup atau dengan harakat fathah, kasrah, dan dammah ditulis “t”

| | | |
|------------|---------|--------------|
| زكاة الفطر | Ditulis | zakātulfiṭri |
|------------|---------|--------------|

4. Vokal Pendek

| | | | |
|----|--------|---------|---|
| ◌َ | Kasrah | Ditulis | I |
| ◌ِ | fathah | Ditulis | A |
| ◌ُ | ḍammah | Ditulis | U |

5. Vokal Panjang

| | | |
|--------------------------------------|---------|---------------|
| fathah + alif → contoh: جاهلية | Ditulis | ā → jāhiliyah |
| fathah + aliflayyinah → contoh: يسعى | Ditulis | ā → yas‘ā |
| kasrah + ya’ mati → كريم | Ditulis | ī → karīm |
| ḍammah + wāwumati → فروض | Ditulis | ū → furūd |

6. Vokal Rangkap

| | | |
|-----------------------------------|---------|---------------|
| fathah + ya’ mati → contoh: بينكم | Ditulis | ai → bainakum |
| fathah + wāwumati → contoh: قول | Ditulis | au → qaulun |

7. Huruf Sandang “ال”

Kata sandang “ال” ditransliterasi dengan “al” diikuti dengan tanda penghubung “-”, baik ketika bertemu dengan huruf qamariyyah maupun huruf syamsiyyah, contoh:

| | | |
|-------|---------|-----------|
| القلم | Ditulis | al-qalamu |
| الشمس | Ditulis | al-syamsu |

8. Huruf Kapital

Meskipun tulisan Arab tidak mengenal huruf capital digunakan untuk awal kalimat, nama diri, dan sebagainya seperti ketentuan EYD. Awal kata sandang pada nama diri tidak ditulis dengan huruf kapital, contoh:

| | | |
|-------------------|---------|---------------------------|
| وما محمد الا رسول | Ditulis | Wamā Muḥammadun illārasūl |
|-------------------|---------|---------------------------|

ABSTRAK

Pada setiap kegiatan belajar mengajar pasti ada permasalahan yang muncul didalamnya. Tidak luput dari proses belajar mengajar yang di alami oleh guru Pendidikan Agama Islam selama mengajar. Dilihat dari latar belakang siswa, yang memiliki gangguan atau hambatan emosi dan berkelainan tingkah laku serta kurang dapat menyesuaikan diri dengan baik terhadap lingkungannya pasti menimbulkan banyak permasalahan yang muncul ketika guru mengajarkan materi-materi tertentu.

Skripsi ini berjudul “Teaching Acts Performance Its Solutions for Second Grade Students of SDLB E Bhina Putera Surakarta in 2013/2014 Academic Year”. Permasalahan yang ingin dibahas dalam penelitian ini adalah (1) apa saja permasalahan guru dalam mengajar gerakan sholat untuk siswa kelas dua SDLB E bina Putera Surakarta, (2) dan bagaimana solusi guru pendidikan Agama Islam dalam mengatasi permasalahan yang timbul dalam mengajar gerakan sholat.

Tujuan penelitian ini untuk mengetahui permasalahan guru dalam mengajar gerakan sholat pada siswa kelas dua SDLB E bina Putera Surakarta dan solusi guru pendidikan Agama Islam dalam mengatasi permasalahan yang timbul dalam mengajar gerakan sholat. Manfaat penelitian ini secara teoritis adalah (1) menambah wawasan untuk guru Pendidikan Agama Islam (2) menjadi dasar bagi Peneliti yang akan datang. Dan manfaat penelitian secara praktis adalah memberikan informasi dan masukan kepada SDLB E Bhina Putera Surakarta tentang Problematika guru Pendidikan Agama Islam dalam mengajar.

Jenis penelitian yang digunakan adalah penelitian kualitatif (Field Research), objek penelitian ini adalah siswa kelas dua SDLB E Bhina Putera Surakarta dan guru pendidikan agama Islam. Untuk memperoleh data dalam penelitian ini, penulis menggunakan metode observasi, interview, dan dokumentasi. Untuk analisis data, penulis menggunakan teknik analisis diskriptif kualitatif.

Berdasarkan penelitian ini, penulis menyimpulkan bahwa permasalahan guru dalam mengajar gerakan sholat untuk siswa kelas dua SDLB E Bhina Putera Surakarta timbul dari beberapa faktor, meliputi permasalahan yang timbul dari siswa, kurikulum, sarana dan prasarana, dan lingkungan sekitar siswa.

Berdasarkan permasalahannya, guru Pendidikan Agama Islam memiliki beberapa upaya dalam mengatasi permasalahan tersebut. Upaya-upaya tersebut adalah guru selalu menegur dan menasihati kepada siswanya terus-menerus. Untuk mengatasi kurangnya jam dalam mengajar gerakan sholat, guru memberikan jam tambahan diluar jam sekolah. Permasalah mengenai buku paket yang tidak dimiliki oleh setiap siswa, guru menulis materi yang diajarkan dipapan tulis, kemudian siswa mencatatnya. Dan upaya guru Pendidikan Agama Islam mengenai lingkungan siswa adalah memberikan contoh yang baik kepada siswa dan selalu memberikan nasihat kepada mereka.

Kata Kunci: Teaching Acts Performance, SDLB E BhinaPutera

ABSTRACT

In every teaching learning activity there are many problems that arise. It also occurs to the Islamic education teacher in teaching learning process. Based on student's background, who has a disorder or emotional barriers and behavioral disabilities, and less able to adapt well to the environment. Absolutely it raises many problems when the teachers are teaching certain materials.

This thesis entitles "Teaching Acts Performance Its Solutions for Second Grade Students of SDLB E Bhina Putera Surakarta in 2013/2014 Academic Year". The problems to be discussed in this study are, (1) what are the problems of teachers in teaching the prayer acts for the second grade students SDLB E Bhina Putera Surakarta, (2) and how are the solutions of Islamic education teachers to overcome the problems that arise in teaching acts performance.

The purpose of this study is to determine the teacher's problem in teaching the acts performance for the second grade students SDLB E Bhina Putera Surakarta and the solutions of Islamic education teachers to overcome the problems that arise in teaching acts performance. The benefits of this research are (1) theoretically add insight to teachers of Islamic education, (2) the foundation for future researchers. And practical benefits of the research is to provide information and input to SDLB E Bhina Putera of Surakarta on Problems of Islamic education teachers in teaching.

This type of research is qualitative research (Field Research), the object of this study is two-graders SDLB E Bhina Putera Surakarta and Islamic education teachers. To get the data in this study, the writer uses the method of observation, interviews, documentation. For analysing data, the writer uses the descriptive qualitative analysis techniques.

Based on this study, the writer concludes that the problems of teaching acts performance for the second grade students SDLB E Bhina Putera Surakarta arise from several factors, including problems arising from students, curriculum, facilities and infrastructure, and the environment around the student.

Based on the problems, the teacher has many efforts solve the problems. These efforts are the teachers always admonish and give advice continuity to the students. To solve the less time in teaching acts performance lesson, the teacher provides additional hours outside of school hours. The problem of textbooks, the teacher writes the material on the board and the student record it. And efforts of Islamic education teachers related to student environment is by giving good example to the students and always give advice to them.

Key Word: Teaching Acts Performance, SDLB E BhinaPutera

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ

وَعَلَى آلِهِ وَاصْحَابِهِ أَجْمَعِينَ أَمَّا بَعْدُ

First, the writer would like to praise to Allah SWT, the Lord of universe, for blessing and guiding to accomplish paper entitle *Problems of Teaching Prayer Acts and the Solutions for Second Grade Students of SDLB E BhinaPutera Surakarta in 2013/2014 Academic Year* as requirement for getting bachelor degree of education in Islamic Education Department at Muhammadiyah University of Surakarta.

Peace is upon to Muhammad, the last messenger of Allah who will be hero for all his followers in the life after. The writer also realizes that this amazing moment cannot come true without the help and support of other people.

This research, explains about problems of teaching acts performance and its solution for second grade student of SDLB E BhinaPutera Surakarta. First is problems of teaching acts performance comprises of problem of the students, curriculum, facilities and infrastructure, and environments. Second are the solutions to overcome the problems.

In this opportunity, she would like to express her great gratitude and appreciation to:

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Finally, the writer realizes that there are many weaknesses in this research paper. This is caused by the limitation in his capability and knowledge. Therefore, all criticism and suggestion are highly expected. The writer hopes, this simple research paper would be beneficial to everyone.

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Nur Azizah Karimah

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